2005 PAAP Mathematics Entry Slip for Content Standard

A

Student Name: _____ **Grade:** _____

STEP 1

Check the <u>ONE</u> Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the <u>ONE</u> PAAP Rubric Level used by the student to complete work for this Content Standard.

(*Rubric Level 1*)   *Rubric Level 2*   *Rubric Level 3*   *Rubric Level 4*

STEP 3

- **Circle the <u>ONE</u> Content Standard and the <u>ONE</u> Performance Indicator used by the student to complete the work for this Content Standard Entry.**

MATHEMATICS

Ⓐ	**Numbers & Numbers Sense**	1	②	3	4	
B.	**Computation**	1	2	3	4	
C.	**Data Analysis & Statistics**	1	2	3	4	5
D.	**Probability**	1	2	3	4	
E.	**Geometry**	1	2	3	4	
F.	**Measurement**	1	2	3		
G.	**Patterns, Relations, Functions**	1	2	3	4	
H.	**Algebra Concepts**	1	2	3	4	5 6
I.	**Discrete Mathematics**	1	2	3	4	
J.	**Mathematical Reasoning**	1	2			
K.	**Mathematical Communication**	1	2			

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

☐ Steps 1-3 on this Entry Slip have been completely filled out.
☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA (Mathematics) Science & Technology

Content Standard: A Performance Indicator: 2 Rubric Level: 1 Rubric Page# Math 1

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☐   Constructed Response ☒   Performance Based ☐

Source of Task: _____PAAP Task Bank_____ Points for Task: __6__

Task Title: __Cooking with Numbers_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.*)
The **first task** for this Entry required the student to demonstrate uses of numbers in connection with cooking food he/she had prepared by following a recipe. Through the task the student demonstrated understanding of the use of numbers for estimation and telling time. The student read (or was read) a recipe and asked to estimate the time it would take to prepare the recipe from beginning to end (the time the food was ready for cooking). The student was required to identify the start time and the estimated end time before proceeding with preparation of the food. When preparation of the recipe was complete, the student identified the end time, the elapsed time, and the difference between the two. Each component was recorded on a data sheet. The difference between the estimated time and the actual elapsed time was used to determine the accuracy of the original estimate.

Prior Knowledge and Skills Required:

The student needed to understand estimation of time, units of time, and how to tell time.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher recorded the start time and end time identified by the student.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(*Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.*)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

Accuracy of the estimation:
If estimate was within 10 minutes of actual time, it was counted as correct.

% Correct _____		
1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Cooking with Numbers
Cooking Time

The recipe I prepared and cooked was
_____

1. **I estimate that preparing this recipe for cooking will take:**

    _____ minutes   hours (circle 1)

    *This question will be correct or not correct only in connection with Question 5.

2. **I started working on this recipe at:**

    _____ (time).

3. **I finished preparing the recipe for cooking at: _____ (time).**

4. **It actually took:**

    _____ minutes   hours (circle 1)

    to prepare this recipe.

5. **The difference between my estimate and the actual time it took to prepare the recipe was:**

    _____ minutes   hours (circle 1)

    *In order to be counted as correct, the estimate given in question 1 must be within 10 minutes of the actual time.

% Correct _____

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA (Mathematics) Science & Technology

Content Standard: A Performance Indicator: 2 Rubric Level: 1 Rubric Page# Math 1

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☐ Constructed Response ☐ Performance Based ☒

Source of Task: _____ PAAP Task Bank _____ Points for Task: 6

Task Title: Cooking with Numbers

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.*)

The **second task** for this Entry required the student to demonstrate two uses of numbers by following a recipe. The student read (or listened to) a recipe for making _____. Through this task the student demonstrated understanding of the use of numbers for measurement and order.

The student measured the required ingredients, and used numbers to order the steps to be used during the preparation of the recipe.

Prior Knowledge and Skills Required:

The student needed to know specific measurements required and how to order numbers.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher helped with reading of the recipe, clarified directions, and operated the stove as necessary.

Level of Assistance (Check one): **Task Specific** ☐ **Not Task Specific** ☐
(*Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)*)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

% Correct _____
1 of 6 = 17%   2 of 6 = 33%   3 of 6 = 50%
4 of 6 = 67%   5 of 6 = 83%   6 of 6 = 100%

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Cooking with Numbers

The recipe I prepared and cooked was _____.		
Ingredients	**How much will you need?**	**Measured Accurately? (circle one)**
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No

% Correct _____

In what order did you complete the steps to prepare this recipe?

List the steps you followed to make the _____. Number the steps in order.

% Correct _____